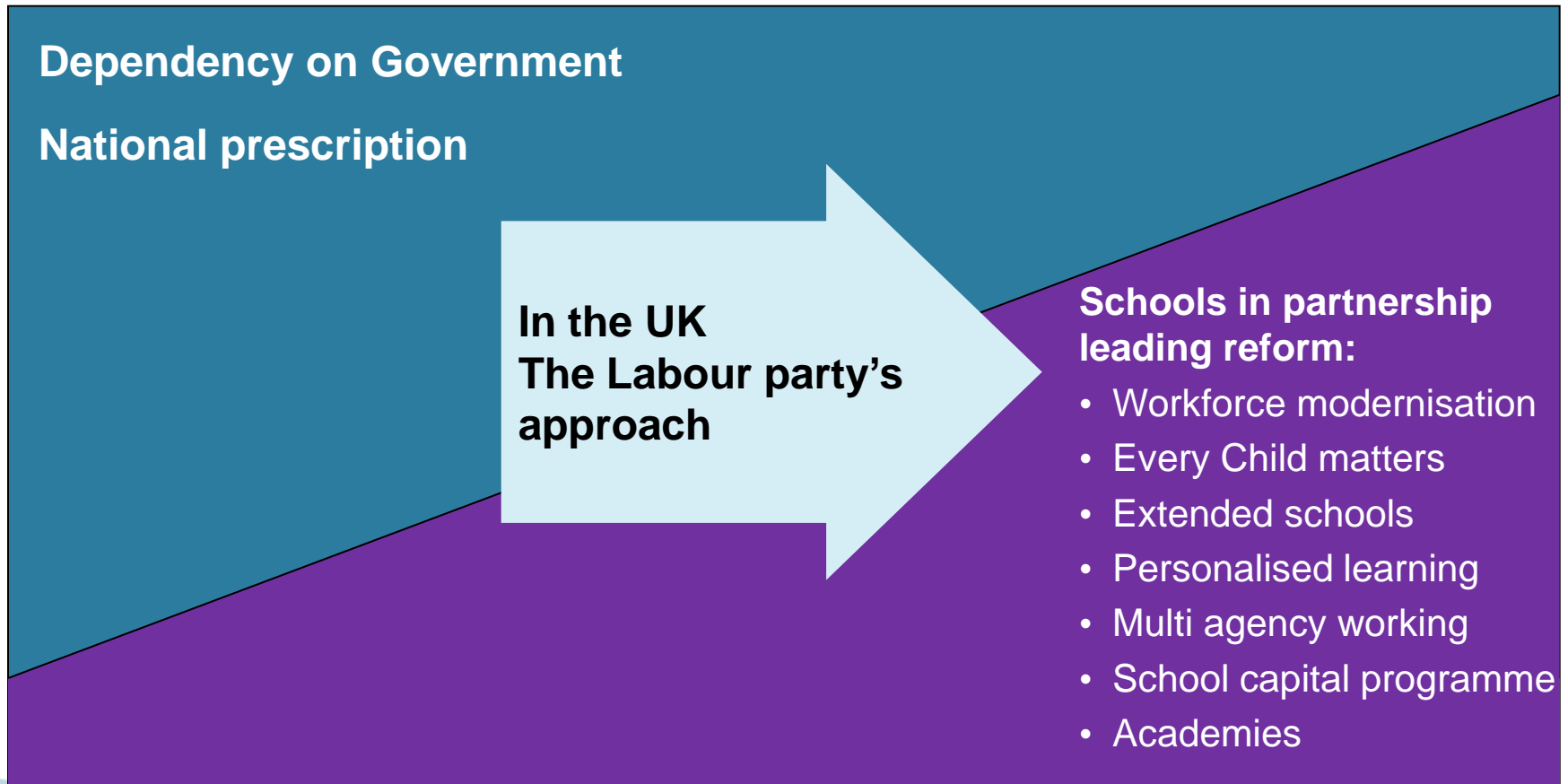


Every Child, Every Opportunity

How do we make the whole greater than the sum of the parts in order to impact on the lives of children and families?

Dame Pat Collarbone

21st century - the first decade

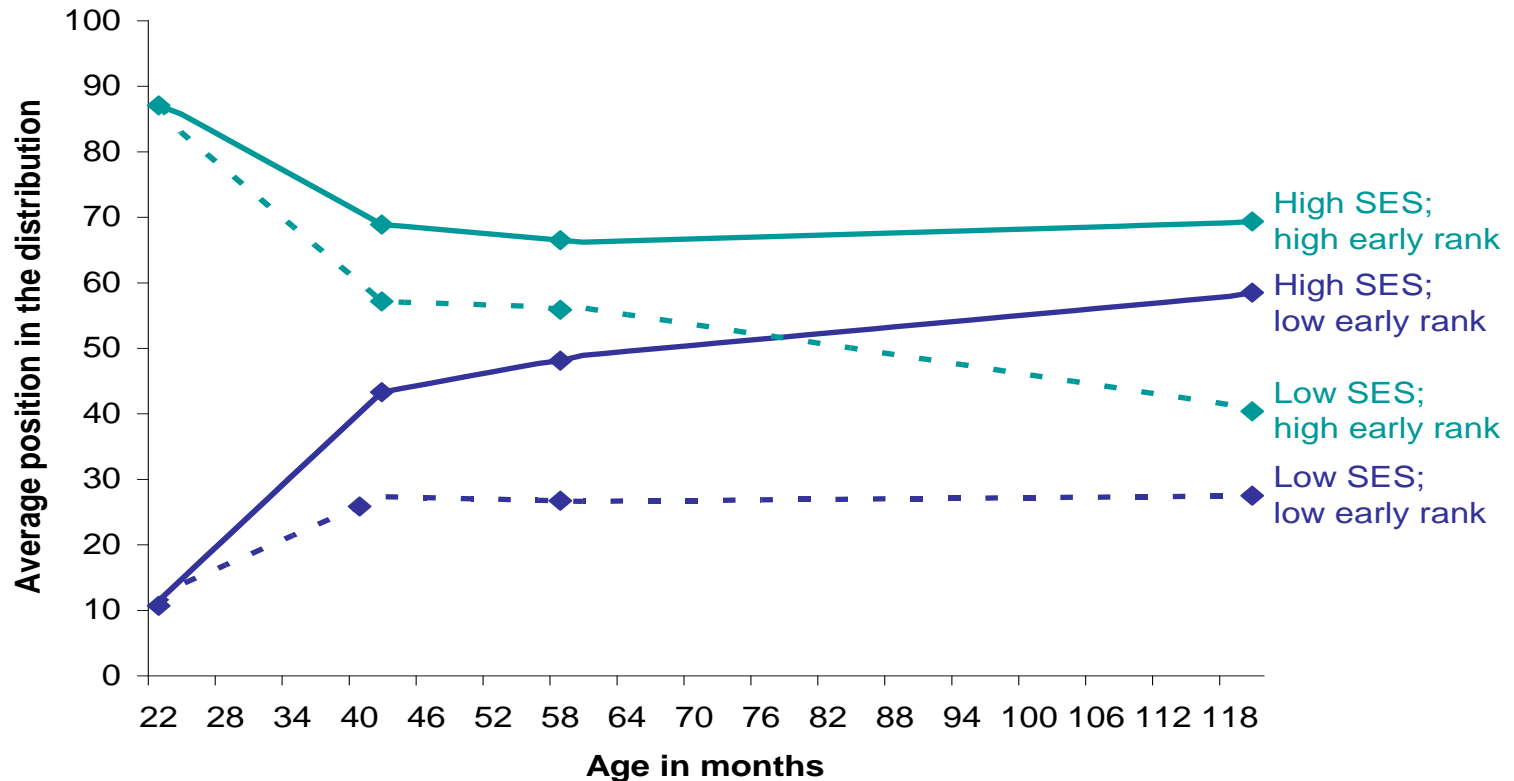


Victoria Climbié - a compelling reason for change



(2 November 1991 – 25 February 2000)

The attainment gap - a compelling reason for change



Source: Feinstein, Economica (2003)

Every Child Matters (2003) – the five outcomes

ECM Outcomes	Extended Services - Core Offer
Enjoy and achieve	Varied menu of activities
Be healthy	Parenting support
Stay Safe	Childcare & safe place to be
Make a positive contribution	Community access
Achieve economic well-being	Swift and easy access to specialist services

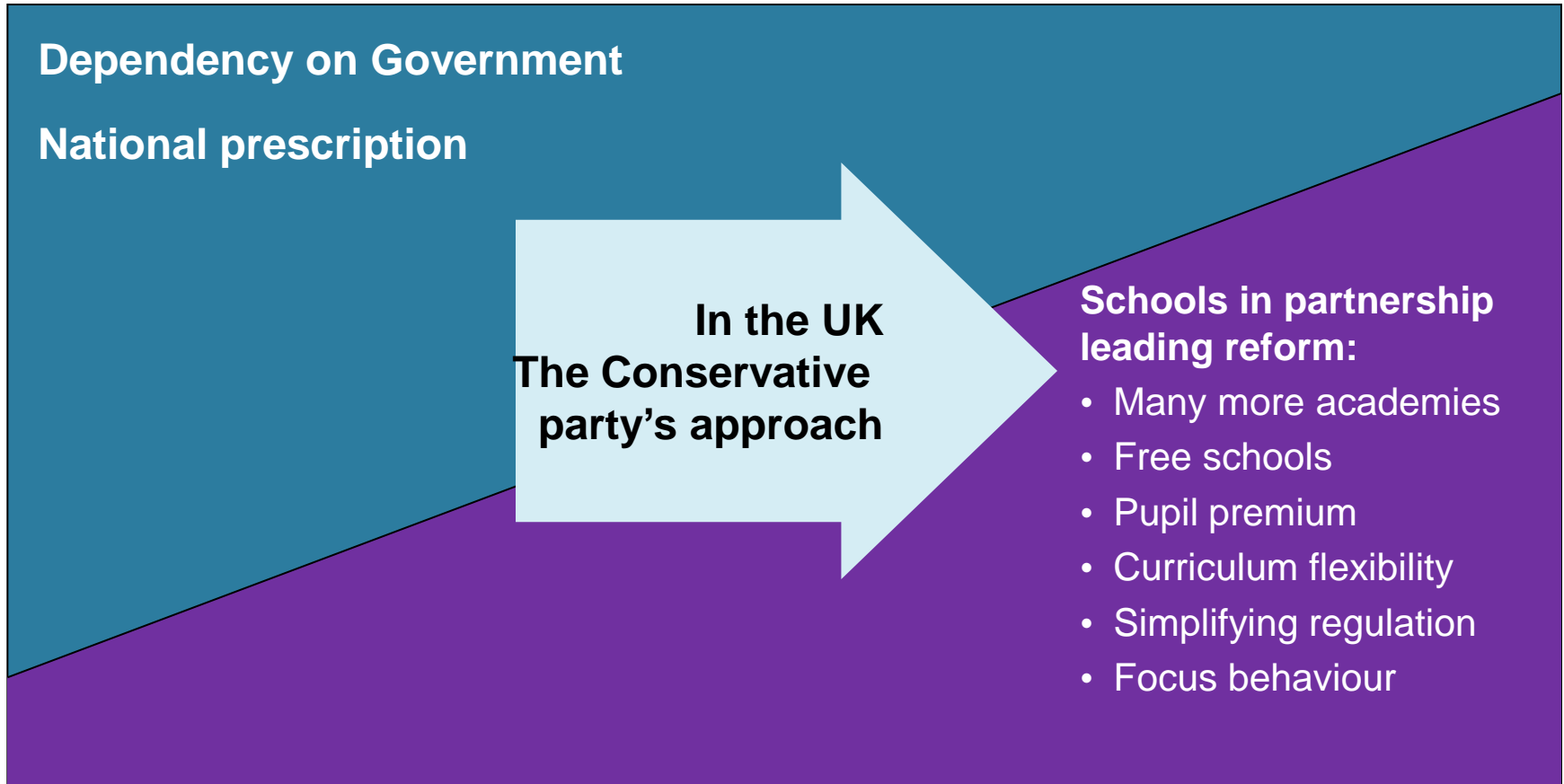


Extended services evaluation 2010

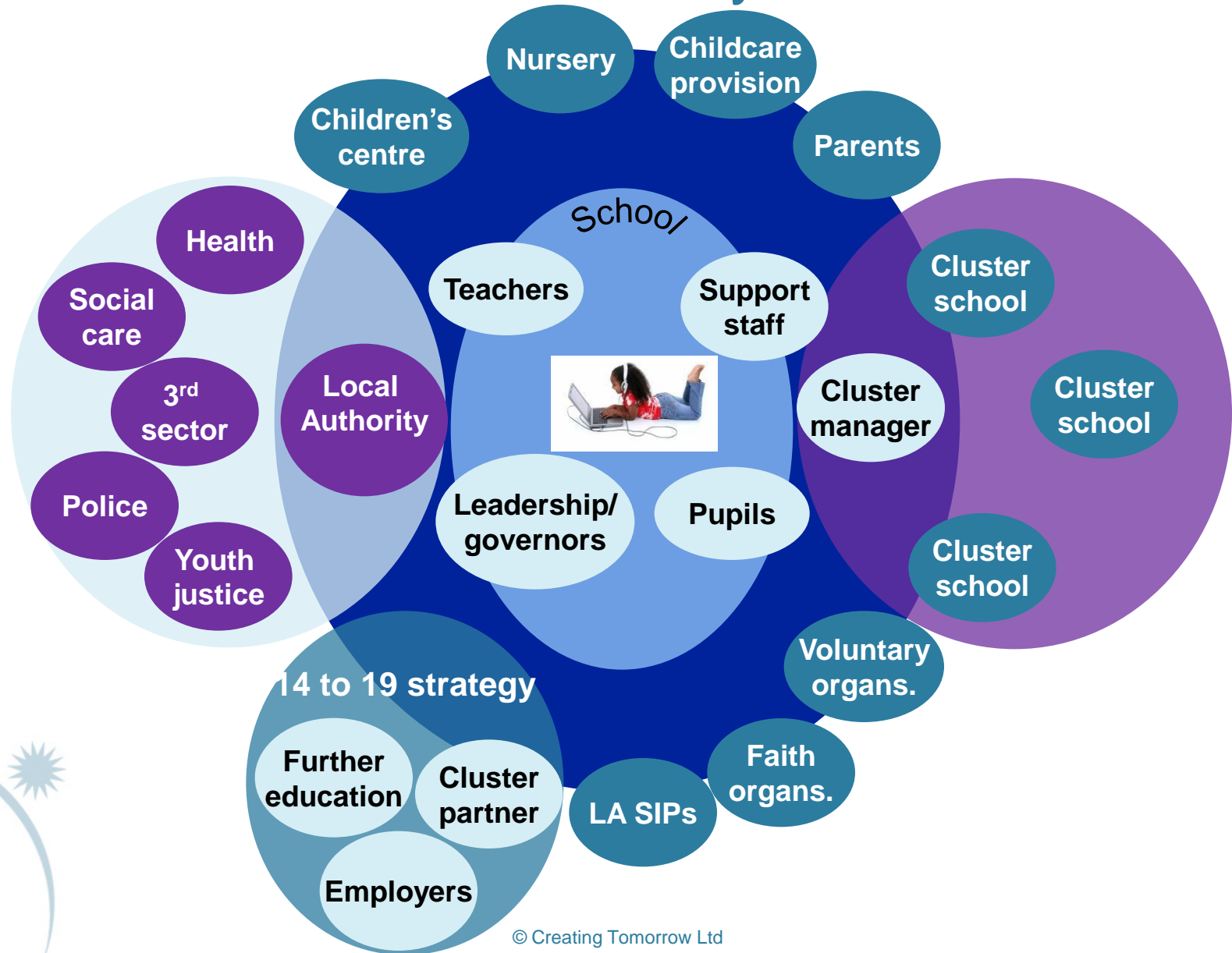
- 66% of schools are offering all 5 elements of the full core offer
- 33% offering some parts of the full core offer
- 100% are offering some elements of the core offer
- High % offering the wrap around 8 – 6pm childcare
- 75% offering school premises for community activities
- High level of parent and community consultation around which services are offered
- Around 75% of schools are targeting specific groups of pupils and families for extended services, and these most usually were economically disadvantaged families, pupils with disabilities or SEN.
- The majority of pupils would like their school to offer more activities before, after school and in the holidays
- Extended services requires on average an additional resources of around 133 hours per year across all staff areas

Dyson et al (2010)

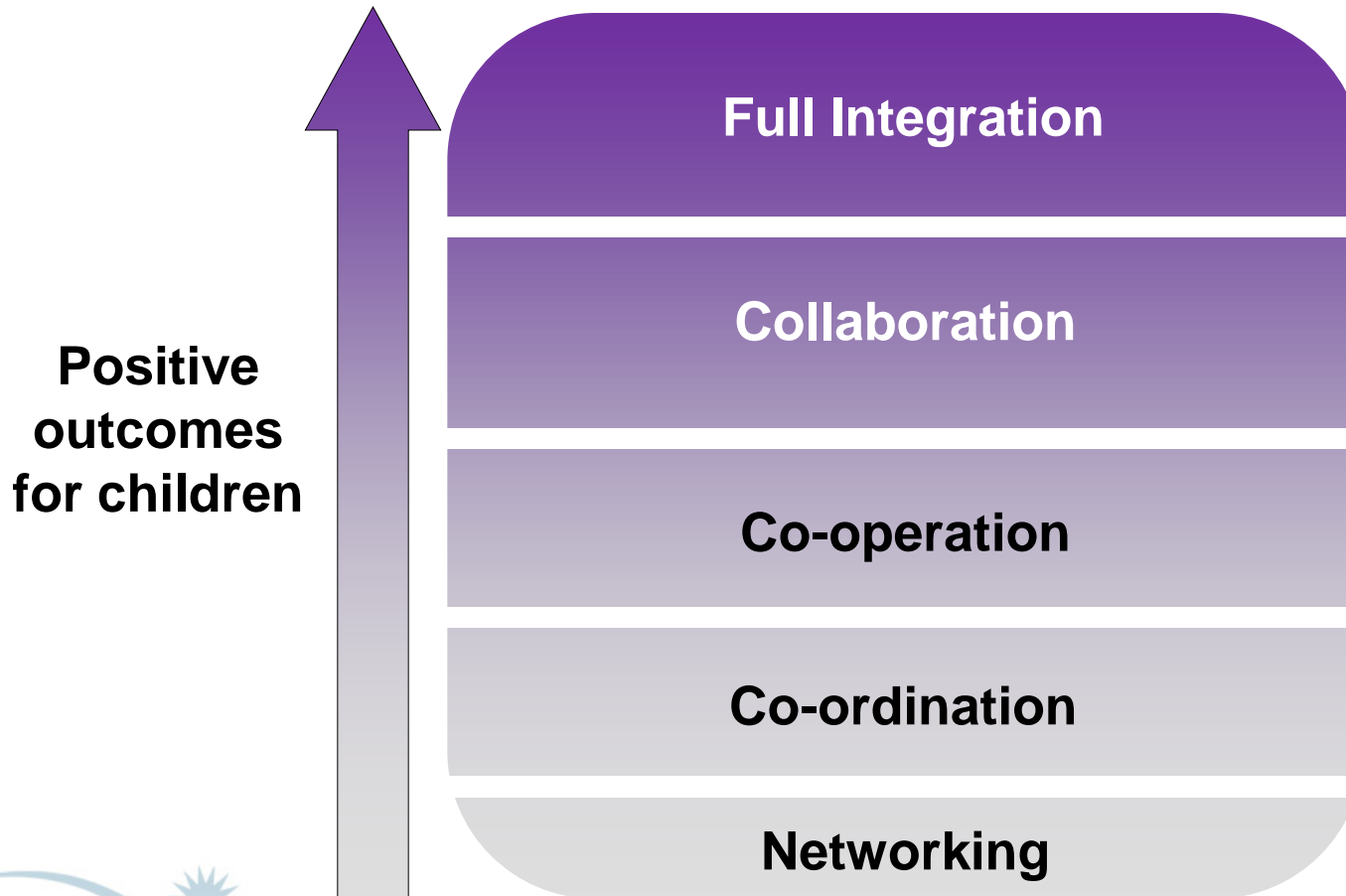
21st century - the next five years



Collaboration is here to stay



Joined-up working makes sense



(Based on Himmelman)

For collaboration to succeed

To be successful and **sustainable** (C), there must be:

- A **compelling reason** for change (R)
- A **clear vision** of the future (V)
- And a **coherent plan** for getting there (P)

$$R + V + P = C$$

A compelling reason to change

What is your burning platform?

Why bother to collaborate?



Why collaborate – what our research says

- To improve teaching and learning
- To collaborate in a structured way
- To learn from each other
- To share best practice
- To share high quality leadership
- To create joint staffing opportunities
- To widen career opportunities
- To transfer knowledge and skills:
- To tackle difficult issues which schools could not attempt or achieve on their own
- To involve a range of partners to fulfil their goals



Examples of why schools collaborate

“Working with staff from other schools widens your knowledge and experience and provides a real opportunity for professional dialogue around teaching and learning”

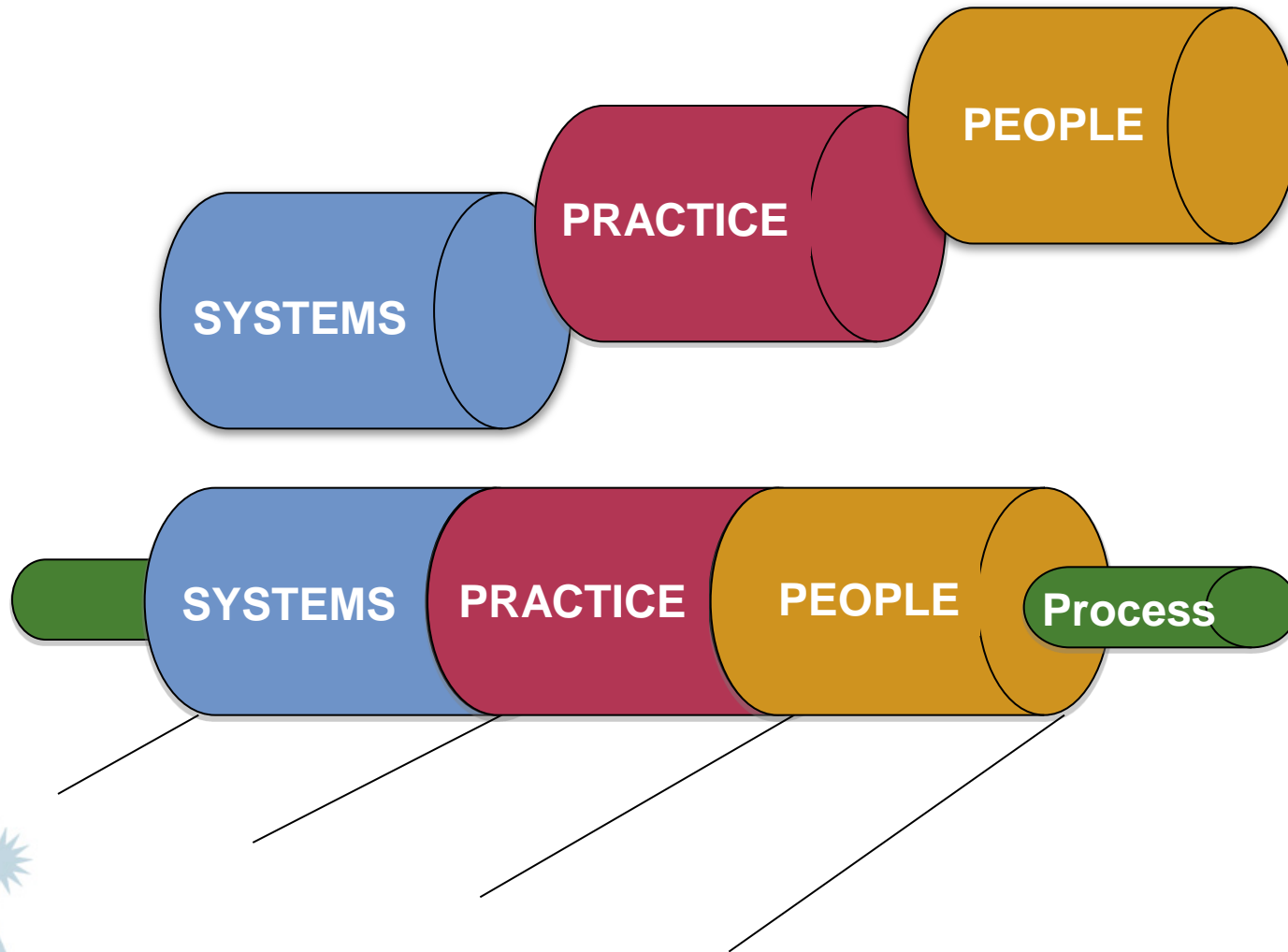
“We have really built on the motivational aspects of being a network. It’s given teachers a new lease of life and even though there is ‘extra’ work, there is so much to be gained that we never seem to be short of volunteers”

A clear vision of the future

“The best way to predict the future is to create it”
Abraham Lincoln



Alignment and coherence



Types of collaboration

Informal/loose collaboration	Soft federation	Soft governance federation	Hard governance federation
Separate Governing Bodies (Boards)			One Governing Body (Board)
Informal committee	Committee without delegated powers	Committee with delegated powers	
Own headteachers (Principals)		Executive headteacher and heads of school or own headteachers	
Each school has own budget and own accountability			

It isn't only structures that need to be changed but cultures too, although the latter is much harder to achieve and takes longer it is ultimately the key to transformative service delivery.





Cultural change journey

	Co-dependence	Dependence	Independence	Interdependence
System focus	Confused	Centralised	Localised	Personalised
Leadership based upon	Fear	Control	Rules	Trust
Accountability	Remedial action	Inspection	Self evaluation	Peer review
Ways of working	Conflict	Consultation	Negotiation	Partnership
Approach to change	Status Quo	Reactive	Proactive	Creative
Workforce response	Denial	Compliance	Development	Professionalism

Maturity of the individual, team, organisation and sector

A clear vision

If collaboration is to be successful what do all parties need to be working towards?



“The real act of discovery consists in not in finding new lands, but in seeing with new eyes”

Marcel Proust

A clear vision – what the research says

For collaboration to be successful people felt it was important to be working towards:

- A real understanding of different professional cultures and language
- Trust in each other
- A shared view of the future
- Being able to easily communicate across boundaries
- Having the capacity to bring about change together
- Individuals taking true responsibility for what they do



Federations and distributed leadership

This case study considers a federation of a secondary school and a primary school in Canterbury. This has been a hard federation since 2005.

<http://www.tes.co.uk/teaching-resource/Federations-and-Distributed-Leadership-6045049/>



A coherent plan

Rate your current plans against the following six critical success factors:

- 1 – Don't have at all
- 2 – Have 100% in place



“A goal without a plan is just a wish”
Antoine de Saint-Exupery

A coherent plan – what our research says

- An agreed overall purpose
- Clear objectives
- Defined roles and responsibilities
- A feasible timeline
- Milestones to work towards
- Impact measures



A coherent plan – examples

“The key is that we have structured time and a purpose for the dialogue, rather than just snatches of conversation which, in school, is sometimes all you have time for.”

“Each of us brings to network meetings something that we have read that we think might be of interest or helpful to the others. It means that every time we meet we talk about some new research or policy development. You learn a lot. We’ve been doing that for nearly two years now.”



“The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the activity of making them changes both the maker and the destination”.

John Schaar - political theorist